

INCREASING STUDENTS READING COMPREHENSION ABILITY OF REPORT TEXT THROUGH MIND MAPPING TECHNIQUE

By

Dynasti Stefani R N
Editha Gloria Simanjuntak
Rosita Simbolon
FKIP Universitas Lampung

ABSTRACT

The objective of this research is to find out whether Mind Mapping technique can increase students' reading comprehension of report text. There were ten classes and one class is chosen as the sample of this research that consisted of 35 students. The treatment was conducted three times. This research used one group pre – post test design. It means that the result is formed by comparing the differences score between pre – test and post – test. The difference of those test are calculated by using Sample Paired t – test.

The result shows that the mean of pre – test was 64.4 and the mean of post – test is 77.4. It means that the increase of students' score is 14.02.

Besides, the significance level is 0.00 and it is significant where $0.00 < 0.05$. Thus, for the hypothesis, the null hypothesis is rejected and the research hypothesis is accepted. It means that there is increase of students' reading comprehension ability of report text using mind mapping technique. For the future researchers who will conduct the same research, it is recommended to conduct study using mind mapping technique in any kinds of texts and can be done in pairs or group work.

Key words: reading comprehension, mind mapping

MENINGKATKAN PENCAPAIAN SISWA DALAM PEMAHAMAN MEMBACA TEKS REPORT MELALUI TEKNIK MIND MAPPING

Oleh

Dynasti Stefani Rebecca
Editha Gloria Simanjuntak
Rosita Simbolon
FKIP Universitas Lampung

ABSTRAK

Tujuan penelitian ini adalah untuk mencari apakah teknik Mind Mapping dapat meningkatkan pemahaman membaca siswa terhadap teks report. Ada sepuluh kelas dan satu kelas yang terdiri atas 35 siswa dipilih sebagai contoh dari penelitian ini. Perlakuan diselenggarakan sebanyak tiga kali. Penelitian ini menggunakan disain one group pre - post test. Maksudnya adalah penelitian ini dibuat dengan membandingkan perbedaan nilai yang didapat siswa pada pre-test dan post-test. Perbedaan tersebut dihitung menggunakan Sample Paired t-test.

Hasil penelitian menunjukkan nilai rata-rata siswa saat pre-test adalah 64.4 dan post-test 77.4. Itu berarti kenaikan nilai siswa sebanyak 14.02. Dengan tingkat signifikansi 0.00 dimana dikatakan signifikan ketika $0.00 < 0.05$. Dengan demikian, hipotesis nol ditolak dan hipotesis penelitian diterima. Hal ini membuktikan bahwa ada peningkatan pemahaman membaca siswa terhadap teks report dengan menggunakan teknik Mind Mapping. Peneliti yang berikutnya dapat melakukan pengajaran menggunakan teknik Mind Mapping dalam berbagai macam jenis teks dan juga dalam bentuk berpasangan atau kelompok.

Kata kunci: pemahaman membaca, mind mapping

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Student's Name : Dynasti Stefani R N

Student's Number : 0913042040

Study Program : English Education

Department : Language and Art Education

Faculty : Teacher Training and Education

APPROVED BY

Advisor Committee

Advisor I

Advisor II

Dra. Editha Gloria Simanjuntak
NIP 19480123 197703 2 003

Dra. Rosita Simbolon, M.A.
19480920 197503 2 001

INTRODUCTION

As one of international languages English has an important role in many sectors. The Department of Education realizes importance of English, therefore English as a foreign language, is taught as a compulsory subject starting from elementary school until university level. Hopefully after finishing university level, students will be able to use English both actively and passively. The 2004 English Curriculum states that the students are able to communicate in English either in written or spoken. In fact, learning English in Indonesia is more focused in reading. We can prove it by looking at the English National Examination questions. There are more questions about reading comprehension. Suparman (2007:6) states that the emphasis on reading ability rather than on speaking ability is not a surprise because English in Indonesia is primarily used not for verbal communication like in Malaysia or The Philippines but for acquiring science and technology.

There are many theories about reading comprehension. Nuttal (1982:2) has cited reading as the process of the interaction between language perception and the readers' language skill, cognitive skill, and the knowledge of the words. Reading as the important aspect of language should be containing meaningful activity in the learning process. As Simanjuntak (1988:18) states, there are ten claims about reading that fulfill the principles of learning: reading requires purpose and motivation (interest, need), reading requires the meaning for the learner, the teacher must bring much background information to any reading task, reading is

an active process, it requires the learner to be active in his learning to read, reading skills need the forming of habits, knowledge of syntactic structure and vocabulary is important, reading requires practice – time on task, Favorable attitudes are important for effective reading, reading capabilities are different for each student, reason for reading is important to be an effective reader.

Starting from elementary school (SD), English teachers usually teach students how to read from one letter then many letters in alphabet. Next, students learn to understand simple words and how to pronounce it. At junior high school (SMP), students get more experiences in reading. Students do not only read by knowing the words and how to pronounce it but also to comprehend the meaning of those words and sentences. Students are expected to read in deep level. It means that students can comprehend the text.

Comprehending includes getting the idea from the text then explaining with their understanding. As Brown (2001) states that reading comprehension is primarily a matter of developing appropriate efficient comprehension strategies for the majority of second language learners who are already literate in their native language. It indicates that the strategy and technique in reading are important in order to comprehend the text well. Reading comprehension strategies can be referred to as specific tactics, or techniques, observable or non-observable, that a comprehender uses to store, retrieve and use main formation to make sense of the ideas in the text (Suparman 2007:60).

Mind map is the simple way to place the information to the brain and get the information out from the brain. Mind map is a creative, effective way of noting and actually “mapping” is all of our minds (Busan, 2007:4). As Busan states that mind map is similar with the map of a city. We usually look a map for searching an area that we want. By Mind Mapping, it is also help us to find out the idea that we need. The researcher used report text in this research. . Siahaan and Shinooda (2008:43) state that report is a text which can be written out with a descriptive technique. It describes an object to the readers. The purpose of the text is to inform or entertain the readers. It should be mastered by the students of senior high school on the second grade. Accoding to Alyousef (2005), the teaching reading activity is divided into three parts. They are pre- a reading, while- reading and post- reading. Those procedures are modified by the researcher

The research was conducted at the second year of SMA Negeri 12 Bandar Lampung of academic year 2012/ 2013. In this case the researcher used one class as try out class and one class as experimental class. XI IPA 3 was choosen as experimental class, which consisted of 35 students. This research was focused on the increasing students’ reading comprehension ability of report text using Mind Mapping technique.

METHODS

the researcher conducted the research by using one class and applied pre-experimental design that is one group pretest posttest design. The research design

is referring to Evelyn Hatch and Hossein Farhady (1982: 20) could be represented, as follows:

$$T_1 \times T_2$$

T_1 : Pretest

X : Treatment/ Experiment

T_2 : Post test

The population of this research was the first year students of SMA Negeri 12 Bandar Lampung of academic year 2012/ 2013 which consisted of ten classes. One class was taken as the try out class and one class as the experimental class. In this case the researcher used XI IPA 3 as the experimental class, which consisted of 35 students.

The researcher used multiple choice test as the instrument in this research. In this research, tests were given to the students twice i.e. pre-test and post-test. Pre-test were given before doing the treatment. The purpose was to know the reading comprehension ability before the treatment. While post-test were given after the implementation of treatment, in this case *Mind Mapping*. It is to find out if there are differences before and after the treatment using Mind Mapping. The procedure of this research as follows:

1. Determining the sample and population
2. Administering try out test to analyze quality of reading comprehension test
3. Administering the pre-test.
4. Conducting three times treatment.
5. Administering the post-test.
6. Analyzing the data.

The five aspects of evaluated by the researcher are main idea, specific information, reference, inference, and vocabulary.

The researcher analyze the students' score in order to find out the students' improvement in reading report text using Mind Mapping technique using the following steps:

1. Scoring the pre-test and post-test
2. Tabulating the results of the test and calculating the score of pre-test and post-test.
3. Making conclusion from the tabulated-result of the pretest and posttest administered, that is using statistical computerization e.e. Repeated Measure T-Test of Statistical Package for Social Science (SPSS) to test whether the increase of students' gain is significant or not, in which the significance is determine by $p < 0.05$. it is uses as the data come from the two samples. (Hatch and Farhady, 1982:111)

The researcher formulates the hypothesis as follows:

H_0 : There is no significant increase of students' reading comprehension ability of report text by using Mind Mapping technique.

H_1 : There is significant increase of students' reading comprehension ability of report text by using Mind Mapping technique.

The researcher collected the data then analyzed it to detect whether there is an increase of students' reading comprehension of report text using Mind Mapping technique or not after treatment. The researcher used Repeated *Measure T-test* in analyzing the data collected. The significance level is in 0.05 even the hypothesis

is approved if $\text{sign} < p$. Therefore the probability of error in the hypothesis is only about 5%.

RESULTS AND DISCUSSION

The try out test is conducted to find out a good test for doing this research. A good test should fulfil some aspects such as: reliability, validity, level of difficulty, and discrimination power. Then, the test will be used for pre-test and post-test in experimental class. Pre test and post test are given to find out the use of Mind Mapping technique in order to increase students' reading comprehension of report text. The researcher presents Mind Mapping technique as the treatment in experimental class. The research was conducted from January 19th 2013 until February 7th 2013.

Pre test was administered in order to find out the basic score of students' ability in reading comprehension of report text before the treatment is given. The pre test was given in the experimental class for about 60 minutes. There are 30 items of multiple choice item with five options alternative answers for each (A,B,C,D,E), one is the correct answer and the rest are disruption. The specification of Pre-test can be seen as follows.

The total score for pre test in the experimental class is 2219. The mean of pre test is 63.4; the highest score is 80; the lowest score is 43 (see App. 10). The distribution of the students' pre test score in experimental class is as follow.

Table. Specification of Pre Test

No.	Aspects	Number	Correct Answer	Percentage
1.	Main Idea	4,7,19,22,25,28	120	57,1%
2.	Specific Information	1,2,8,12,13,14,15,17,23,24	248	70,8%
3.	References	11,26,30,20	96	68,5%
4.	Inference	5,6,10,16,18,21	149	70,9%
5.	Vocabulary	3,9,27,29	51	36,4%
Total		30	664	

After getting the pre test, the researcher conducted the treatment of *Mind Mapping* for three times. In the first treatment, the students was asked about report text as the pre-activities. All of them answered that they have learned about report text before. Then, the researcher re-explained about report text and also explaining the generic structure of report text. In while activity, the researcher gave a piece of paper and a set of color markers for each students. The researcher asked the students to put the paper and to take them into landscape. They would practice making Mind Map. The researcher gave them a clue about the text that will be learned. It is about “dolphin”. After giving the clue, the researcher told the students to put a picture of dolphin in the center of the paper. The students started drawing a dolphin with many variation. They were really interesting to draw and color the dolphin. As the anticipation of the duration, the researcher limited the time. The researcher gave 15 minutes to make a center picture in their Mind Map.

In the second treatment, the researcher used the same steps like in the first treatment.

Some of the students told that the time was not enough for them to make a good draw. The researcher explained that the picture that they draw was only for worm out their imagination and interaction between the topic and their mind. It had not to be a perfect picture, it would be enough when the picture could take them into the topic being discussed. The researcher also comment about their Mind Map. In making a good Mind Map, they should make the branches in a good order. They should put some general key worlds and follows with the specific. Then, the researcher gave the topic for that day. The topic is about "Earthquake".

In the third treatment, it was found that the students were getting involved perfectly in the process. In pre-activity, the researcher asked the students about the students' experiences during the two times treatment before. The students confessed that those treatments were very interesting and enjoyable. After they were given the paper, they knew what they have to do. The researcher just wrote the topic on the board "Banana", then they already draw the center picture. The students were able to make their Mind Map more orderly. Most students finished their Mind Map less than 20 minutes. After completing their Mind Map based on the text given, as the post activity the students were given the reading comprehension test. The studetns can answered the questions without looking at the text. At the end of third treatment meeting, the researcher tried to get the opinion about this technique. The students were interesting to this technique. They felt more confidence in comprehending a text especially report text.

The post test was administered in order to see the students' score of reading ability of report text after been taught using Mind Mapping technique. It shows

whether there are any increasing or not. The instrument using in post test were the same with pre-test but the number was being rearranged.

From the result, it is found that the total scores of post test in the experimental class is 2710. The mean of post test is 77.42; the highest score is 97 and the lowest is 77.4 and the mode is 77 (see app. 14). The distribution of post test score in experimental class can be seen as follow.

Specification of Post Test

No.	Aspects	Number	Correct Answer	Percentage
1.	Main Idea	3,10,14,20,24,28	131	62,35
2.	Specific Information	1,2,4,5,7,8,17,22,23,13	285	81,4%
3.	References	6,11,18,30	108	77,1%
4.	Inference	9,15,16,21,25,26	169	80,4%
5.	Vocabulary	12,19,27,29	108	77,1%
Total		30	801	

Increase of Students' Reading Comprehension Ability of Report Text by Using Mind Mapping technique

Aspect of Reading	Pre test Percentage	Post test Percentage	The Increase
Main Idea	57.1	62.35	5.25
Specific Information	70.8	81.4	10.6
Reference	68.5	77.1	8.6
Inference	70.9	80.4	9.5
Vocabulary	36.4	77.1	40.7

The data above showed that there is an increasing in all aspects of reading.

a. Main Idea

The percentage of true answer of main idea questions in pre test was 57.1 and in post test was 62.35. The increase of this aspect was 5.25. It means that there is an increase in students' reading comprehension of main idea aspects. This increase was the result of applying Mind Mapping technique. The students had to get the main idea as their Mind Map central picture.

b. Specific Information

For the Specific Information aspect, the percentage of pre test was 70.8 and 81.4 in post test. The increase of this aspect was 10.6. Specific information aspect increased since the students read the text carefully to complete their Mind Map with any ideas from the text.

c. Reference

The percentage of reference was 68.5 and 77.1 in post test. And the increase of this aspect was 8.6. It means that there is an increase in students' reading comprehension in this aspect.

d. Inference

In inference aspect, the percentage in pre test was 70.9 and in post test was 80.4. The increase of this aspect was 9.5. The students succeeded in making chain between their background knowledge and what the text told. As the result, they were able answer the questions related to inference. It increases for 9.5%.

e. Vocabulary

Vocabulary is the last aspect in reading. The percentage of this aspect in pre test was 36.4 and in post test was 77.1. The increase of this aspect was 40.7%. It got the highest increase. It is because of the use of key word in making Mind Map.

They had to have a lot of vocabularies in order to make any branches in Mind Mapping. So that, vocabulary aspect increased more than any aspects.

The result of pre-test and post-test in experimental class shows that Mind Mapping technique can increase the students' reading comprehension of report text. It can be seen from the total score of pre test 2219 up to 2710 in post test. The mean ranges from 63.4 up to 77.42.

CONCLUSIONS AND SUGGESTIONS

Based on the research, it was concluded that:

1. There is significant increase of students' reading comprehension of report text after taught using Mind Mapping technique at the second year of SMAN 12 Bandar Lampung. It can be seen from the result of the hypothesis test which shows that at significant level of $p < 0.05$ ($p = .00$), in which the students' mean score in pre test is 63.4 is increase to 77.4 in post test, with 14.02 of gain. It can be concluded that Mind Mapping is able to increase students' reading comprehension of report text well.
2. Using Mind Mapping can make the students more active and creative. Unconsciously, they comprehend the text when they create their Mind Map with colors and pictures. When they face with the report text, they do not feel worried or confused anymore. They have understood what the text talks about and even the vocabulary have been mastered by them.
3. Mind Mapping gives the students a chance to set their mind freely. They can use their own imagination to translate the text. They are accepted to use their previous knowledge in comprehend the text. It makes their comprehension can

be wider than what is implied in the text. It also can make the class activities funnier. Not like their previous experience about how bored studying is, Mind Mapping comes and comfort the student to learn. In a comfortable situation, the students can achieve the material well.

Suggestions

In reference to the conclusions above, the researcher gave some suggestions as follows:

1. The reseracher suggests the English teacher to apply Mind Mapping as one of the techniques in teaching reading comprehension of report text. It can help the students comprehend the text easier.
2. Mind Map is made by using many key words related to the topic. It indicates that the Mind Mapping techniqu is able to increase students' vocabulary mastery. The teacher is suggested to use this technique when teaching students who lack of vocabulary.
3. It is suggested for further researchers to conduct this technique on different level of students and also other kinds of text. To vary Mind Mapping, it can be done in pairs or group work. It will be more active and fun to do.

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